



# Whyteleaf Primary School

## Self Evaluation

Last updated 27/03/2017

### The context of the school

#### School Context:

- The school is larger than the average sized primary school.
- The school has below average numbers of children eligible for free school meals.
- The proportion of children from minority ethnic groups, with English as an additional language is significantly below national average.
- The proportion of children who are on the SEN code of practice (school action, school action plus or with a statement of special educational need) is marginally below national averages.
- The school has a significantly lower deprivation indicator than that nationally.
- The school has higher than average stability.
- The school has significantly higher than average population of white British children.
- The school exceeds the government's current floor standards, which set minimum expectations for attainment and progress

### Overall Effectiveness

This SEF has been created using the 'Outstanding' criteria from the school inspection framework. We evaluate ourselves as an excellent school who are aiming to secure a judgement of Outstanding when Ofsted next visit. Our SEF is split into the four areas of judgement within the School Inspection Handbook with each bullet within the outstanding grade descriptor for that key area RAG rated. Areas that are RAG rated as amber are then included within the School Development Objectives for the academic year 2016-2017.

- Pupils make very good progress from their starting points in reading, writing and maths with standards that are consistently above national average.
- Personal Development, Behaviour and Welfare is also exceptional with pupil voice driving school development and pupil outcomes.
- The school's culture for developing children, their learning and social skills is exceptional.
- The school's exceptionally broad curriculum is built upon through a wealth of extra-curricular opportunities in which participation is superb.
- Leadership and Management are exceptional driven by a focused leadership team, challenged by an astute Governing Body with leadership distributed across the school
- Pupils respond enthusiastically to the School's strong, consistent and universally understood Vision to 'Aim High, Be Independent, Enjoy Yourself'. They are overwhelmingly positive in their approach to school.
- Pupils benefit greatly from the school's highly inclusive and happy ethos. Pupils feel valued and make good progress both academically and in the development of their personal and social skills.
- All of the teaching is good or better, with a significant proportion of outstanding teaching
- Pupil's behaviour is exemplary. Pupils are happy, courteous and welcoming. They carry out roles of responsibility with maturity and pride.
- The Governing Body and School leaders have a clear understanding of what the school does well and what it needs to improve. This information is used to produce a succinct and focused plan of School Development Objectives.
- Where pupils' attainment is lower than that which they are capable of, carefully targeted interventions are provided and evaluated to ensure progress is accelerated.
- Disadvantaged pupils make very good progress
- The school works collaboratively and successfully with other GLF schools and the wider community to drive school improvement
- The learning environment across the school is exceptional

